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ABSTRACT

This guide takes illustrated children's literature into the world of service learning (positing that when these two are joined, learning opportunities open up) and suggests how teachers can enhance students' service learning experiences with children's literature. Topics covered in the nine short sections of the guide include telling stories, the power of children's literature, from womb to tomb (how stories affect readers or listeners at various ages), learning about service learning, tales for preparation, tales for action, tales for reflection, tales for celebration, and tales for everyone. The guide also contains a list of 27 references for the stories discussed, an annotated bibliography of 27 additional books, and a list of 5 resource organizations. (KC)

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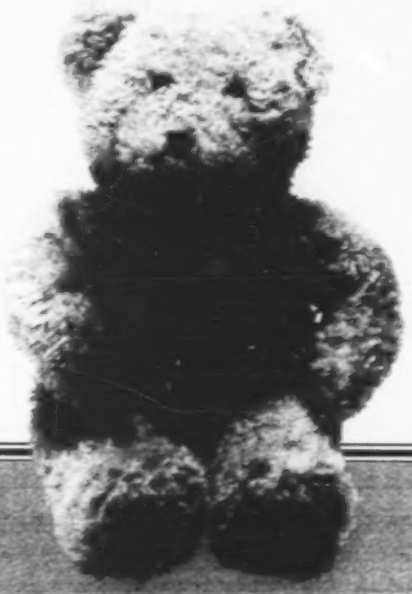
LINKING LEARNING WITH LIFE

Tales That Teach

Children's Literature And Service Learning



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Tales That Teach

Children's Literature and Service Learning

by Carol G. Weatherford

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Telling Stories

Stories! Tell me a story! Do you know a good story? What's your favorite story? We have a story in our family... I heard a story once.... That reminds me of a story.... **Story**—what a powerful word! It immediately rivets my attention. I want to know more. Tell me more.

What happens when someone tells me a story? Well, I admit, it depends on the story. If it's the right kind of story, I listen, intently and with all my senses involved. Other stories wield less power.

Story was an ever-present part of my childhood. It was a tool used in the culture of my youth to nurture children. In fact, many of the world's cultures use story as a tool. I grew up in the foothills of the Appalachian Mountains. Story and oral storytelling were important to family life and community life. My family's stories helped me define who I was, am, and hope to be. Therefore, on a personal level, I know and understand the power of story for nurturing children.

Almost all stories, even the less powerful ones, are memorable; their recall may be triggered by either a monumental event or some seemingly minute or inconsequential detail. Stories provide opportunities for linking our prior knowledge with new knowledge, of connecting a personal experience with the experience of the characters in the story. Perhaps these linkages enable us to remember the detail of stories more than other types of prose. Perhaps these linkages enable us to apply the meaning of the stories to our own daily existence. If, in trying to understand the implications of a concept or impact of a moral principle on our lives, we can anchor it to a story, then we internalize the new knowledge and can use it in a variety of ways when needed. A story can open our eyes and enable us to see. Tales can be a powerful tool for teaching.

Tales That Teach takes illustrated children's literature into the world of service learning. When these two are joined together, incredible learning opportunities are opened up. In this guidebook, you will learn just how you can enhance the service learning experiences of your students with children's literature.

Carol G. Weatherford

The Power of Children's Literature

Stories do have the potential to open our eyes so we can see and understand more clearly the world around us. They provide experience, allowing us to participate, through the eyes of others, in worlds we have not yet encountered. Stories also help us gain insight into the significance of those experiences we have had.

◆ Powerful Messages in a Small Package

Most children's stories may be read in a short period of time. Many are richly illustrated and will capture the interest of an audience almost immediately. The stories offered in these books, however, are often far from simple. They include meaningful ideas and thought-provoking messages, while at the same time providing vicarious experiences for the readers and listeners. Through a simple story, we may learn about the world around us. We may consider and develop problem-solving skills and come to value community and cooperation. We can learn to cope with our feelings and to be more compassionate to others. We gain courage and insight for addressing some of the toughest questions that arise in life. Children's illustrated stories address struggle, loss, and triumph. They tell of joy and anger and confusion and the delicious satisfactions of life. And they do it all with an ultimate sense of hope that makes children children and spurs adults to continue growing.

◆ Knowledge About Other Cultures

When we read stories grounded in another culture, we gather knowledge about cultures in which we have not lived. We learn valuable information that helps us understand both the similarities and differences among human cultures. When we observe characters in these books, we learn how to keep an openness to those who are different from us. As we learn to respond with openness to others, we become more culturally competent. In order to achieve the

potential diversity our society has to offer, it is critical to nurture in children a positive approach to others who are different from them. We can do this using children's stories from other cultures. A fine example would be *Brother Eagle, Sister Sky* (1), which, in Chief Seattle's eloquent message, "Whatever we do to the web, we do to ourselves," presents the Native American's cultural view of our earth.

◆ Personal and Social Development

Guidance for personal and social development is widespread in the world of children's literature. Outstanding stories written for children often incorporate ideals valued by society. Through engaging, well-selected stories, lessons from the ages can be shared and reinforced. From ancient tales like Aesop's Fables to the many contemporary moral tales available today, we find a wealth of profound messages embedded in stories that fascinate and amuse children. A young person who has never been a member of a team can appreciate the value of working together through reading *The Turnip* (2) in which everyone's strength is needed to remove the enormous turnip from the ground. Stories, experienced at a teachable moment, offered as part of thoughtfully planned and sequenced experiences, and reflected on in connection to real-life experiences, are powerful tools to facilitate personal development at any age.

◆ Career Awareness

What makes a young person wish to be a firefighter, a doctor, a teacher, a scientist? Frequently it is personal experience with individuals in such fields. Books, however, may provide access to many options that are beyond a child's immediate experience. A well-written story can spark interest, lighting fires in the heart of a child searching for his or her role in society. By observing characters who fill various roles in society, children may be encouraged to dream about, and, eventually, find direction in their own careers. An example of this would be books that open an inquiry into the many occupations

related to environmental stewardship. One such book that highlights environmental issues is *A River Ran Wild: An Environmental History* (3). The history of the river in this book illustrates how environmental irresponsibility may result in devastating consequences. Nature offers us the hope of renewal when we begin to recognize and correct inappropriate behaviors.

◆ Citizenship Development

Many children's books focus on aspects of our history that exemplify the values of our country and may inspire young people to get involved in their communities. Some stories describe how real people have cared enough to take a stand. Robert Coles describes how a young girl accomplishes much in the face of great adversity in *The Story of Ruby Bridges* (4).

◆ Academic Learning

Children's stories often provide information that supports the curricular goals of the classroom. Many stories effectively engage children while they teach scientific concepts, cultural information, or historical events, and at the same time they provide examples of clearly written text. Informational texts, such as *Oil Spill!* (5), can provide excellent opportunities to explore the causes and consequences of an environmental disaster like the Exxon Valdez. Other texts, like *The Great Kapok Tree: A Tale of the Amazon Rain Forest* (6), offer factual information in fictional story form. Both types of texts open the way for children to engage in inquiry and problem solving.

Womb to Tomb

One of my personal and professional observations is that adults never outgrow, neither cognitively, emotionally, nor socially, the enjoyment of listening to a good story, especially of listening to a children's story or reading an illustrated children's book. My experience is that even very grown-up people do listen intently to stories read to them from children's books. At the right places, they smile and nod, showing their understanding of the point being made. Perhaps more powerful is the observation that even middle school students allow themselves to be drawn in by a wonderful picture book (after, of course, looking sheepishly around the room to see how others are reacting). The power of good children's literature extends from the womb to the tomb.

Children's stories are a most effective method for teaching any age, and they are especially supportive in achieving the goals of service learning. Just as Russian Matryoska dolls nestle one inside another, stories nestled inside of stories are effective ways to reveal lessons, a layer at a time, perhaps as one grows ready to understand the next layer.

If children's stories are effective with adults, are they also effective with children? That is an odd sort of question. Why would children's stories be less effective with children than with adults? It depends on

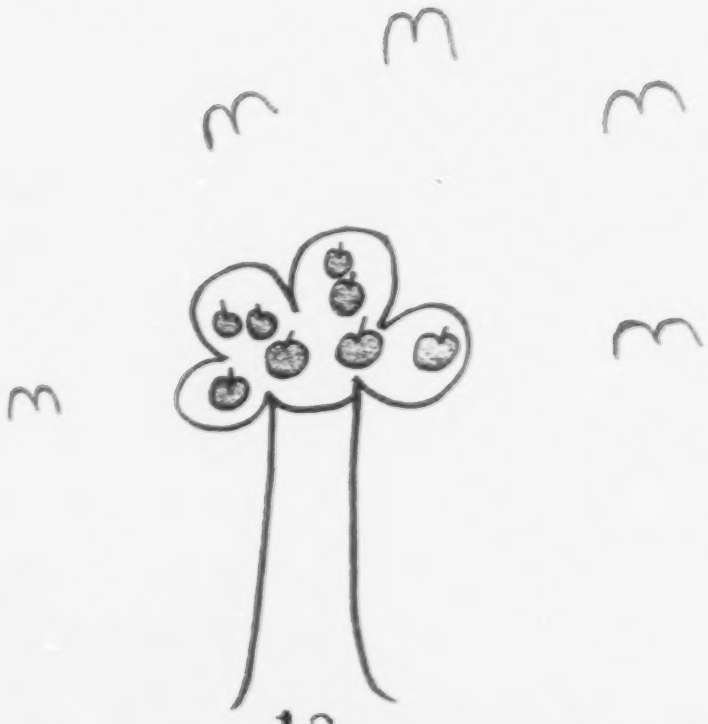
the intent of their use and the perspective of the person asking the question. Children's stories are effective in helping children learn about language, relax at night, and become quiet following active play. Are they also effective in teaching children important lessons they need to learn? The evidence suggests that tales teach children in all the ways already described. In addition, they provide a path for children to follow into some very complicated academic, social, and civic arenas. Children who read and talk about quality literature develop the ability to think and understand in more complex and abstract ways.

Stories also continue to instruct with new understandings gained through continuous reflection as children mature. We all remember favorite stories from our childhood, stories that we wanted to hear over and over again. Perhaps greater than the pure enjoyment gained from listening and relistening to the language, we knew intuitively that the story had more to tell us. The life lessons were often revealed more gradually as the stories were read and reread, and they still provide us lessons today as we continue to reflect on them at all stages of our lives. These are tales then that keep on teaching, and teaching, and teaching....

When a book is recommended for a particular age, the recommendation often has more to do with the expected reading skill for that age rather than with what or how a person of the recommended age might learn from the story. A story may have relevant learning for younger—or older—listeners when it is read to them. Each person who reads or hears a story will connect to it and learn from it in his or her own unique way. Children's stories offer readers and listeners ideas and lessons, probably not revealed all at once, to consider throughout their lifetime.

One good example of this is *Be Good to Eddie Lee* (7). In this book, Eddie is a boy with Downs Syndrome, and the story looks at his struggle to be included in a neighborhood play group. The story raises

some difficult questions about life that will be different for younger children than older children, for children with disabilities than for children without disabilities. In addition, children who have few experiences with other children who are different from themselves will have different questions than children who have already befriended such children. Fairness and friendship are two topics that permeate childhood; however, younger children will view fairness and friendship differently from middle school children. *Be Good to Eddie Lee* triggers reflection on social justice, fairness, and friendship for listeners of all ages.



Learning About Service Learning

Introducing the philosophy behind service learning, as well as its framework, is an important step in advancing the understanding of what service learning is and what it is not. Stories assist both youth and adults in gaining deep insights about this teaching methodology by using stories to anchor the understandings they gain.

Philosophy

Children's literature can be used to reinforce the philosophical underpinnings of service learning. Advocates of service learning believe that youth should be perceived as true resources to the community; that schools and the society at large should be providing young people with opportunities to become empowered; and that this methodology supports the highest expectations and goals—in both learning and behavior—for our youth.

◆ Youth Are Resources

Service learning is based on the premise that youth are resources. There is no better illustration of truly valuing youth than *Miss Tizzy* (8). Miss Tizzy lived this belief and worked every day to ensure the youth of her neighborhood were and would be resources. Miss Tizzy valued the children and showed this in such ways as using her fine china to serve them pink lemonade. The overarching lesson of mutual affection and respect between these two generations is shown when the children return the respect given them, as is witnessed by their reactions to Miss Tizzy's illness.

◆ Youth Empowerment

The notion that one person can make a difference, no matter who they are, is the theme of *The Ant and the Elephant* (9). In this story, an ant is in need of help and is ignored by almost all the animals, until the elephant comes along to provide assistance. Later, when the elephant is in need, the ant is able to galvanize all his friends to return the favor.

This story clearly shows how the smallest of the creatures, or perhaps the youngest, can serve others.

◆ Goal Setting and Commitment

One of the strengths of service learning is that it holds high expectations of our youth. A goal is set that will have impact on others in a community, and service learners will be challenged to persevere and meet that goal with a high level of commitment.

An excellent story that focuses on this aspect of service learning is *Miss Rumphius* (10). This book, winner of the American Book Award, follows the life of a little girl, Alice, who sets three goals in the form of promises to her grandfather. She promised to visit far-away lands, come home to live by the sea, and make the world more beautiful. In this story, we see how after she fulfills her first two promises, she eventually realizes the third, the most difficult of all. It teaches the values of commitment and follow-through.

The Basic Framework

A story may help teach the methodology of service learning by introducing the basic framework. The components of service learning are simple and straightforward—preparation, action, reflection, and celebration. Initially, service learning experiences are generally less complex. As participants grow in experience and in maturity, the experiences become more complex and more challenging. However, the components of the service learning framework are the same regardless of the level of complexity present in the experience.

One means of initially illustrating and anchoring in memory the four components of the framework for service learners of **all** ages is by using a story with memorable events. A good story for this purpose is *Wanda's Roses* (11). In this book, Wanda decides she wants to grow

roses in a vacant lot in her community. She sets this goal and begins to work to accomplish it. Along the way, several community members attribute her efforts to other goals; however, she continues to articulate the goal she has set which is to grow roses.

Wanda's Roses clearly illustrates the process of designing and implementing a service learning project and underscores important standards for high quality service learning. Wanda begins with planning and implementing a first step, is persistent in pursuing her goal, reflects on the outcome of her action, seeks additional knowledge, plans and implements other action steps, reflects on the outcome of each of the actions she takes, involves other members of the community to assist her along the way, and ultimately celebrates all of their combined efforts. Wanda also integrates the school curriculum around her community project, illustrating the strong need for students to find real-life relevance in what they learn.

In Wanda's example, we see continuous reflection, the need for real-life relevance when engaged in learning, reciprocity between the student and community where service learning occurs, persistence toward a goal over time, development of relationships among diverse community members, and collaboration to accomplish a goal.

Tales for Preparation

Preparation is the first concept in the service learning framework and the first step in designing an effective service learning project. Some tales lend themselves specifically to illuminating the vital process of preparation. The stories noted below offer two basic angles on this concept—stories that help with general preparation and stories that help with specific aspects of preparation.

◆ Preparation for New Experiences

Children's literature has the capacity to take students to places where they have never been before. Its ability to provide a vicarious experience can be extremely helpful in preparing students for their first service experience in a new situation. Perhaps young people will be going for the first time to daycare centers, nursing homes, and health care facilities where their assistance is needed, and good stories can encourage them to discuss questions, concerns, and fears before they go.

Today, many young people are providing ongoing service in community soup kitchens. Many stereotypes will be in their minds before they go. *Uncle Willie and the Soup Kitchen* (12) encourages young people to address their many notions about who goes to the soup kitchen, as it offers explanations and insights regarding poverty and homelessness.

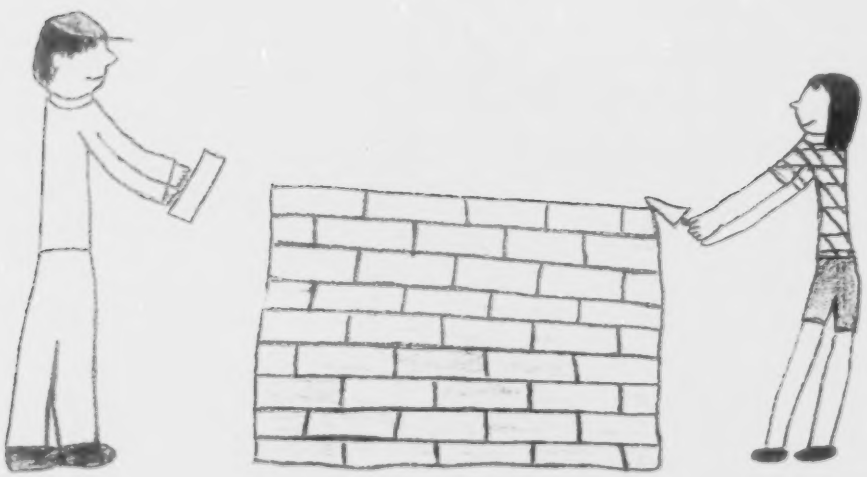
In this story, a young boy wonders what it is like at the soup kitchen where his Uncle Willie works and decides to accompany him one day to find out. He helps prepare the meal for the hungry guests who arrive, and he gains an understanding of why they are there and why his uncle takes great pleasure in the service. This story models respectful interactions, understandings, and relationships with people who do not live in traditional homes. After reading this book and working in their local soup kitchen, students may be motivated to explore reasons why people are lining up at a soup kitchen in their own community.

Combating Stereotypes

As students go out into the community, they will have the opportunity to meet people who vary in age, ethnicity, religious practice, race, appearance, dress, native language, and in many other ways. Developing an understanding of others and an openness to the new people they will meet is one of the positive outcomes that service learning can provide and a vital aspect of preparation. One way to attain this outcome is to begin with thought-provoking discussions about people and the differences among us.

Using *People* (13) is an excellent way to begin a general discussion about the many ways people can be different. In a nonjudgmental way, this book offers a glimpse into the exciting diversity we have on our planet, and students can begin to appreciate and celebrate those differences.

Other books address more specific issues of diversity. If, for example, students are being prepared for an intergenerational service experience, a book such as the Caldecott Award winner, *Song and Dance Man* (14), can begin to break down some stereotypes about the



elderly. In this story, Grandpa goes up to the attic, takes out his bowler hat and gold-tipped cane, and entrances his grandchildren with his vaudeville songs, dances, and jokes. Young people can then begin to discover the interesting lives their new friends at a senior citizen center have led, perhaps leading to oral histories or just finding out that they do have some common interests.

◆ Academic Preparation

Once a need has been identified and a goal established, stories might help introduce students to an area of study with which they may have had limited prior experience. For example, the story *Fly Away Home* (15) introduces students to the idea of working with homeless people. The story describes how a father and son cope with homelessness. It helps give depth and meaning to the issue while challenging stereotypes and beliefs about those who experience homelessness. Questions related to housing costs in their community, public policies towards housing, and other economic conditions can lead students into researching the answers.

Tales for Action

A natural and powerful way to connect with and come to understand others is by telling the stories of our lives and listening to others' stories; therefore, developing and sharing stories with others is an important part of service learning. When we share stories, we are sharing part of ourselves, part of who we are. Sharing stories means that those who share them have thought deeply about their experiences and desire to connect with others through that sharing. It is an intimate act of community building. When a teller writes a story, the teller must synthesize one or more experiences and make judgments about the value of each detail of the story, both to the storyteller or tellers, and to those who will hear or read the story. Sharing a story, then, is a series of very deliberate and self-revealing decisions by the teller. It is an intimate act of connecting to others. Children's literature provides an excellent model for learning how to tell one's story in a meaningful way.

Stories may become the action component of service learning in a variety of ways.

◆ Reading or Listening to Stories

Experiences designed to increase literacy or school achievement may involve students reading to other students or listening to other students read. In preparing to read to other students, service learning participants may research what kind of stories are most age-appropriate. If they are to listen to new readers read, they will need some guidance in selecting an appealing book with an appropriate reading level. Participants will also benefit from some instruction in how to talk with a child about a book after the reading.

◆ Advocacy

Students can be supporters of literacy through advocacy service as well. An example of such service would be planning a book drive or a funding drive to provide quality literature for children who own few books of their own.

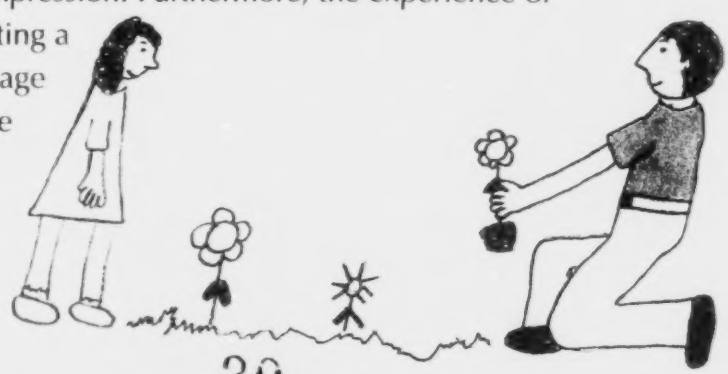
◆ Writing Stories

Students may write and publish stories that encourage others to serve. Often such stories highlight a need and feature a main character who helps someone else in the story. Stories may also serve to educate younger children on important topics such as substance abuse and child abuse. Writing service stories calls for students to stretch their writing abilities and to apply what they have learned about a given societal issue. *Nathaniel Talking* (16) provides a good example of how students could write their own stories. In this book, nine-year old Nathaniel uses rap and rhyme to tell about himself, his family, and his "philosophy."

◆ Creating Dramatizations

Another area of action using children's literature is to transform a story into a drama. Students have taken *The Giving Tree* (17) and created their own dramatic interpretation of this story, then performed it along with an oral reading to some appreciative younger children. This story about the friendship between a young boy and a tree tells how the tree keeps providing for the changing needs of the boy throughout his lifetime. It can be a springboard for discussion on friendship and other issues of importance to young people.

Students can also develop a script, based upon a good story, and work with younger children to produce the play. The strong stories found in children's literature provide the plot and the opportunity to encourage artistic expression. Furthermore, the experience of analyzing and adapting a text enhances language skills and knowledge for all participants.



Tales for Reflection

Reflection is a critically important component of service learning, yet it has frequently proven very challenging for teachers to successfully integrate good reflective practice into the service learning experience. Children's books can provide unique and original vehicles for promoting high quality reflection in students of all ages. Indeed, children's literature is a valuable treasure for reflection because it provides a safe way for students to compare their own ideas, actions, and feelings to those presented in the story.

◆ Object Reflection

In addition to being a great book for intergenerational service learning, *Wilfrid Gordon McDonald Partridge* (18) illustrates the type of reflection known as object reflection. In this story, a little boy named Wilfrid Gordon McDonald Partridge lived next door to an old people's home, and he knew everyone there. His favorite person was Miss Nancy Alison Delacourt Cooper because she too had four names. One day, Wilfred Gordon brought Miss Nancy a box of his own treasures because she had lost her memory, and his kindness helped her find her memories again. Miss Nancy has wonderful recollections when she holds the warm egg, the seashell, Wilfrid's grandfather's medal, and a puppet on strings. Students can also use appropriate objects to reflect on their service experiences.

◆ Analyzing Historical Events

Children's stories can vividly portray historic events and place us there. *Rose Blanche* (19) places us in a German village during World War II, and through the eyes of a child, we discover the simple gestures of humanity made by this child even in the midst of war. Large questions about wartime issues can be stimulated by reading this beautifully illustrated book. These issues may provide students with background in working with people from other generations, in exploring issues of war and peace, and discovering answers about their own resolve to help others, no matter what the price.

◆ Reflecting on Environmental Issues

The complex issues of environmental stewardship are dealt with in a way even young children can understand in Dr. Seuss's *The Lorax* (20). This imaginative tale describes what greed causes humans to do to limited resources. The famous Lorax "speaks for the trees" which are being destroyed for the purpose of making "Thneeds." Probing questions about what we need versus what we are made to want, the interconnections between animal and plant species, and how our society confronts the important issues of survival on our planet are all embedded in *The Lorax*.

◆ Exploring Interpersonal Issues

Acceptance or rejection, validation or marginalization, and other interpersonal issues can be explored through children's stories. Two good examples are *The Rag Coat* (21) and *The Lion's Whiskers: An Ethiopian Folktale* (22). *In The Rag Coat,* Minna experiences painful rejection, confronts it, and then forgives. In *The Lion's Whiskers,* a woman learns how to develop a relationship with a child who has been painfully hurt or is reluctant to trust.

◆ Character Traits

Thinking about desirable character traits and how people grow and change can be an important part of the reflection component. As students reflect on the traits seen in the characters of stories, they can identify which admirable traits and situations help characters develop such traits. One good story that reinforces the character trait of perseverance is the well-known tale, *The Little Engine That Could* (23). In this story, a happy little train carries toys over the mountain for boys and girls on the other side. The refrain, "I think I can, I think I can" becomes "I thought I could!" on successful completion of the journey. This simple story can initiate student reflection on where this quality is seen in the lives of successful individuals, and how it may be applied to their own lives, particularly in challenging service experiences.

Tales for Celebration

Celebrations! We engage in them to mark milestones in our lives—birthdays, anniversaries—and successfully completed service learning experiences. Celebrations call us to reflect upon past and present joys and to highlight the value of others in our lives. As we celebrate, we make wishes and renew commitments. We participate in rituals which call us closer to our own families, our friends, and our heritages. And, invariably, our celebration brings us to tell stories—Do you remember when?. . . just as we continue to create stories—Quick, snap a picture! Service learning celebrations are no different. In celebrating the service, we remember with joy our experiences as we tell the stories to each other, over and over again. We bring in special things to mark the occasion—special foods, decorations, a slide show. And we look to the future, making wishes, renewing commitments.

Just as a story can play a vital role in preparing for, engaging in, and reflecting upon our service learning experience, a story may be central in celebration. When we are celebrating our service learning experience, we are often providing closure to an ongoing relationship that may conclude with the end of the school year. Perhaps a dramatization of a children's story will be performed. Maybe this is the time to read the original children's books that have been made to donate to the children at a daycare center. Often, as part of celebration, students need to reaffirm that their service was meaningful, and a good story can help them do that. Finally, story can help us focus again on our purposes and renew our efforts for the future. Below are just a few of the ways story may play a role in service learning celebrations.

◆ Celebrating Achievements

Students frequently surprise both themselves and their teachers when they go beyond their original expectations. When they set high goals and achieve them, overcoming the challenges that confront them along the way, students have much to celebrate. They may feel like the main character in *Amazing Grace* (24). In this story, Grace aspires to be Peter

Pan in a school play. With the support of a grandmother who tells her she can be anything she sets her mind to, Grace achieves her triumph. In talking about the book, service learners may be moved to discuss their own feelings of accomplishment.

◆ Recognition of Joint Accomplishments

As students celebrate their accomplishments, books like *Swimmy* (25) can underscore the power of working together to meet a community need. In this book, a fish called Swimmy was left all alone in the big, wonderful sea when all the others were eaten. He finds another school of fish and teaches them to come together and swim as if they are one

huge fish so they can see the beautiful things in the ocean without being afraid of larger fish. Students may celebrate how they worked together to achieve a goal beyond the capabilities of any one of them acting alone.

◆ Academic Reinforcement

Following the establishment of a recycling program in their school or community, students can read a book like *The Great Recycling Adventure* (26) to reinforce the learning involved in this project. The author uses the lift-a-flap method to teach recycling as something each person can do with metal, plastic, glass, paper, and textiles. As part of their celebration, students may want to create a book or write a newspaper article about their own experience to share with the community.

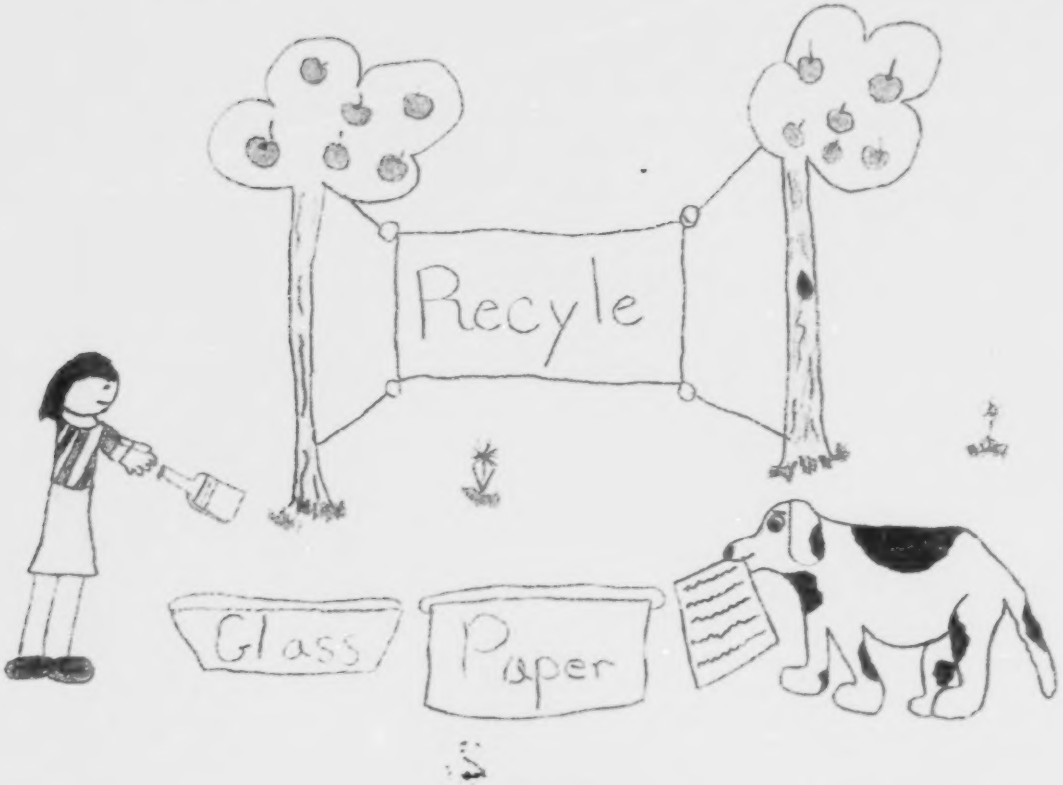
◆ Reaffirmation That Service to the Community Is Good

At celebration, the school and community thank the students for a job well done. A series of stories about Lyle the Crocodile are a fun way to tell students that serving their community is valued. In *Lyle and the Birthday Party* (27), Lyle is jealous of Joshua's birthday celebrations. He moped so much that he was rushed by ambulance to the hospital. Soon he is doing kind things for everyone around him. Then his family surprised him with a birthday party. Thus, Lyle's family celebrates his service, as the community and school are doing with their students. After enjoying this story together, students might read aloud any thank-you notes or share comments made by the community members they served.

Tales for Everyone

A compelling story. Beautiful illustrations. Laughter, joy, sorrow, nostalgia, wisdom. These ingredients, found in illustrated children's literature, can hook "children of all ages." These books can encourage deep thinking about important issues in a way that all can relate to, and therefore the potential to support the learning in service learning knows no bounds.

I encourage you to take a trip to your community library or elementary school library. The children's section will present a totally new appeal when you approach it as the source of literature to promote service learning. Enjoy this new component of your service learning practice, and watch your students gain new insights into their service, their lives, and the important issues of the day.



References

Many wonderful books have been cited in the text of *Tales That Teach*. Here are their complete bibliographic citations in the order they were mentioned.

1. Jeffers, S. (1991). *Brother Eagle, Sister Sky*. New York: Dial.
2. Morgan, P. (1996). *The Turnip*. New York: The Putnam & Grosset Group.
3. Cherry, L. (1992). *A River Ran Wild: An Environmental History*. San Diego: Gulliver Green Book.
4. Coles, R. (1995). *The Story of Ruby Bridges*. New York: Scholastic Inc.
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6. Cherry, L. (1990). *The Great Kapok Tree: A Tale of the Amazon Rain Forest*. San Diego: Gulliver Green Book.
7. Fleming, V. (1993). *Be Good to Eddie Lee*. New York: Philomel Books.
8. Gray, L. M. (1993). *Miss Tizzy*. New York: Simon & Schuster.
9. Peet, B. (1972). *The Ant and the Elephant*. Boston: Houghton Mifflin Company.
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12. DiSalvo-Ryan, D. (1991). *Uncle Willie and the Soup Kitchen*. New York: Morrow Junior Books.

13. Spier, P. (1980). *People.* New York: Doubleday.

14. Ackerman, K. (1988). *Song and Dance Man.* New York: Alfred A. Knopf.

15. Bunting, E. (1991). *Fly Away Home.* New York: Clarion Books.

16. Greenfield, E. (1988). *Nathaniel Talking.* New York: Black Butterfly Children's Books.

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19. Innocenti, R. (1985). *Rose Blanche.* New York: Stewart, Tabori, & Chang.

20. Geisel, T. S. (1971). *The Lorax.* New York: Random House.

21. Mills, L. (1991). *The Rag Coat.* Boston: Little, Brown and Company.

22. Day, N. R. (1995). *The Lion's Whiskers: An Ethiopian Folktale.* New York: Scholastic.

23. Piper, W. (1990). *The Little Engine That Could.* New York: Platt & Munk.

24. Hoffman, M. (1991). *Amazing Grace.* New York: Dial Books.

25. Lionni, L. (1968). *Swimmy.* New York: Pantheon.

26. McHarry, J. (1994). *The Great Recycling Adventure.* Atlanta: Turner Publishing.

27. Waber, B. (1996). *Lyle and the Birthday Party.* Boston: Houghton Mifflin Company.

An Annotated Bibliography of Additional Books

Part of my purpose in providing this annotated bibliography is to help you make selections that will be most meaningful to you and your students. In addition to the books mentioned in the text, these stories are also good resources for service learning. However, this represents only a few of many children's books that enhance service learning.

- Bash, B. (1989). *Tree of Life.* San Francisco: Sierra Club Books.
  The Baobab tree is both literally and symbolically central to culture on the savannah of Africa. It is one of the oldest living things on earth and supports many forms of life. The story of the Baobab tree creates a useful analogy for service learning as both community development and as a teaching method.

- Bunting, E. (1990). *The Wall.* New York: Clarion.
  Eve Bunting teaches us about reverence, honor, and respect through the thoughts of this young boy who is trying to understand his own feelings, those of his father, and the actions of strangers who either visit or pass by the Vietnam War memorial.

- Demi. (1997). *One Grain of Rice: A Mathematical Folktale.* New York: Scholastic Press.
  In this mathematical folktale, a young village girl named Rani uses her mathematical skills to challenge the greed of a raja. This tale demonstrates the usefulness of mathematics skills for service to others. In addition to providing a bridge for integrating mathematics classes into service experiences, it might be used to set the stage for needs assessment or for thinking about evaluation.

- Demi. (1990). *The Empty Pot.* New York: Henry Holt and Company.
  A Chinese tale that tells of honesty being rewarded, *The Empty Pot* describes how Ping responded to the Emperor's challenge to all the children of the kingdom to grow their best flower from the single seed he gave to each. Ping failed and felt miserable but was honest in presenting the results of his effort.

- dePaola, T. (1983). *The Legend of the Bluebonnet.* New York: G.P. Putnam's Sons.
  This Texas tale is developed from Comanche traditions that explain how the Bluebonnet originated. This legend describes personal sacrifice for the good of the whole community. It clearly demonstrates that young people have roles in community life and can make a difference for others.

- dePaola, T. (1980). *Now One Foot, Now the Other.* New York: Sandcastle Books.
  Bobby's grandfather, Bob, is his best friend. It was Bob who helped Bobby learn to walk when he was a baby. The tables are turned after Bob had a stroke, and Bobby teaches Bob how to walk, "now one foot, now the other."

- Flournoy, B. (1985). *The Patchwork Quilt.* New York: Dial.
  This story is about quilting and intergenerational relationships. It is an excellent tool for preparation prior to a quilting experience, particularly one which involves intergenerational participants.

- Geisel, T. S. & Geisel, A. S. (1990). *Oh, The Places You'll Go! by Dr. Seuss.* New York: Random House.
  Dr. Seuss teaches us about setting our goals and getting started to make a difference with our lives. Among the important lessons he addresses is persistence in the face of adversity.

- Good, M. (1993). *Reuben and the Fire.* Intercourse, PA: Good Books.
  The relationship that Reuben has with his sisters in this story, which includes sibling rivalry, challenges stereotypical ideas about the Amish and their culture. The story shows what happens when members of a community work together to assist each other.

- Harper, I. (1994). *My Dog Rosie.* New York: Blue Sky Press.
  The author of this story is three years old. Her grandfather illustrates the story. Together they show us that the lessons we learn from service

learning and telling the stories of service learning extend almost throughout an entire lifetime, from soon after the womb to tomb.

- Hopkinson, D. (1993). *Sweet Clara and the Freedom Quilt.* New York: Alfred A. Knopf.
  Young Clara had a dream of first going back home to her mama and then continuing to find freedom. She developed an idea from a comment made by a fellow slave to quilt a map of the route through the countryside between where she lived and the Ohio River which led to freedom in Canada to the north. Slowly she gathered the information she needed and made the quilt. When time came for her to leave, she left the quilt behind for others to use. This story raises issues of social justice, courage, and the strength of family and community connections.

- Houston, G. (1992). *My Great-Aunt Arizona.* New York: Harper Collins.
  This story describes the life of Great-Aunt Arizona who was dedicated to serving with excellence those who came to her classroom. Great-Aunt Arizona was a great lady by any standards. Her story can evoke reflection about commitment, dedication, and caring for those who are served. It also teaches how to prepare for the world of work, offering ideas about balancing family and work.

- Houston, G. (1988). *The Year of the Perfect Christmas Tree.* New York: Dial Books for Young Readers.
  This story is set in the Appalachian Mountains of North Carolina. Although separated because of war, the family remains strongly committed to one another. Amid extreme material hardship, however, the mother holds true to values such as managing and using all resources available, recycling resources for other uses, being faithful to one's word even when it would be easier or understandable not to do so, and loving one's children beyond description. This story is an excellent lesson in perseverance and problem solving.

- Lasky, K. (2000). *Vision of Beauty: The Story of Sarah Breedlove Walker.* Cambridge, MA: Candlewick Press.
  Sarah Breedlove, born in 1867, was the "first free-born child of Minerva and Owen Breedlove of Delta, Louisiana." Orphaned at age seven, she led a life of hard work and sacrifice. After hearing an address given by the wife of Booker T. Washington, she was challenged to act on one of her dreams. She developed a successful business and lived according to the following: "My object in life is not simply to make money for myself, but to use part of what I make in trying to help others."

- LeTord, B. (1995). *A Blue Butterfly: A Story About Claude Monet.* New York: Delacorte Press.
  "Monet painted as a bird sings, for himself. He could see things in a way no one else could...He painted, dazzled by the light he held on his brush, just for an instant, like a blue butterfly." LeTord describes the passion of Monet for his life's work. He also gave his work to others by insisting his world famous Water Lilies paintings be permanently glued to the walls of the Musée de L'Orangerie in Paris. This book can be used to teach about a lifelong pursuit of one's passion or "calling."

- Levine, E. (1989). *I Hate English!* New York: Scholastic.
  Mei Mei has moved to America and is greatly troubled because everything in school is in English. This story rings with truth as it reveals the difficulty children may experience when they move to America and must learn to cope with two cultures: their family's culture of origin and the dominant culture where they now live.

- Lorbiecki, M. (1998). *Sister Anne's Hands.* New York: Dial for Young Readers.
  In the early 1960s, a young girl named Anna is confronted with a clash of cultures. Under the wise guidance of her new second grade teacher, Sister Anne, Anna learns very valuable life lessons. A

meaningful way to use this story is to stimulate reflection about social justice. This story is effective when training mentors, tutors, and participants in intergenerational experiences, especially when dealing with issues of diversity.

- MacLachlan, P. (1994). *All the Places to Love.* New York: Harper Collins Publishers.
  This story describes a family tradition of carving each new baby's name on the barn rafter. This story is useful to talk about family traditions and to encourage a love of the environment. Since it does reinforce a traditional two-parent family with nearby extended family, it would be well to address this issue during reflection or by including other stories that describe the traditions of families with a variety of structures.

- Myers, W. D. (1995). *The Story of the Three Kingdoms.* New York: Harper Collins.
  This story is told as a fable about the competition among animals who ruled the three kingdoms of the world, air, water, and land. It was the humble people who taught them to work and live together. The use of language in this story is especially appealing. It provides an excellent lesson about turf protection and collaboration.

- Orie, S. D. (1995). *Did You Hear the Wind Sing Your Name?* New York: Walker and Company.
  This book shares the Native American reverence for and celebration of the cycle and order of our natural environment. The author provides a note in the front of the book which informs the reader of symbols and customs referred to in this story of spring.

- Palacco, P. (2000). *The Butterfly.* New York: Philomel Books.
  What happens when service conflicts with self-survival? Do actions of social justice always require courage of tremendous magnitude? Some of the most difficult questions faced by persons concerned with social justice are addressed in this story.

- Palacco, P. (1998). *The Keeping Quilt.* New York: Simon & Shuster Books for Young Readers.
  This warm and family-rich story tells of the long tradition of reusing pieces of cloth which were previously used for other purposes to make quilts that become family treasures. This story traces the history of a quilt for a Russian Jewish family through several generations.

- Palacco, P. (1998). *Thank You, Mr. Falker.* New York: Philomel Books.
  If you have ever wondered why teachers teach, you will know once you read this story. It describes the struggle of a young girl named Trisha to learn to read, and there is no better way to introduce a tutoring or mentoring experience than with this story. There are also lessons about reciprocity embedded in this story.

- Scholes, K. (1989). *Peace Begins With You.* San Francisco: Sierra Club Books.
  Peace—what is it? This book explores the concept and reality of peace. Several profound insights about peace are offered on its pages. At the end of the book is a special section, "How to be a Peace-maker."

- Walker, A. (1991). *Finding the Green Stone.* San Diego: Harcourt Brace.
  This tale of a search for Johnny's lost green stone is an allegory. It can be used to teach a lesson of finding peace and happiness by loving and caring for others, especially those in one's family and community.

- Wojciechowski, S. (1995). *The Christmas Miracle of Jonathan Toomey.* Cambridge, MA: Candlewick Press.
  This is a rich story about many things, including hope restored, contrasts such as light/dark and cold/warmth, renewed ability to love, how adults learn from children and children learn from adults, and healing pain. It truly is a classic tale that teaches many lessons.

- Wyeth, S. D. (1998). *Something Beautiful.* New York: Bantam Doubleday Dell Publishing Group, Inc.
  Nothing is more beautiful than the joy captured in the illustration of two children dancing on the sidewalk in this story of a search for meaningful beauty. One excellent use of this story is during a needs assessment when you might introduce the ideas of identifying needs through a "walk about" which is what the young girl in this story does.

One final note:

An excellent complementary resource with an extensive bibliography is called *The Service Learning Bookshelf: A Bibliography of Fiction & Nonfiction to Inspire Student Learning and Action,* by Cathryn Berger Kaye. Published in 1999 by ABCD Books, it is available by contacting Ms. Kaye at 13142 Lake Street, Los Angeles, CA 90066. E-mail cbkaye@aol.com.

Resource Organizations

- Corporation for National Service
  1201 New York Avenue, N.W.
  Washington, DC 20525
  202-606-5000 www.cns.gov.

- Learn and Serve America Exchange
  Exchange National Center
  National Youth Leadership Council
  1910 West County Road B
  St. Paul, MN 55113
  877-LSA-EXCH www.lsaexchange.org.

- National Dropout Prevention Center
  Clemson University, 209 Martin St.
  Clemson, SC 29631-1555
  864-656-2599 www.dropoutprevention.org

- National Youth Leadership Council
  1910 West County Road B
  St. Paul, MN 55113
  651-631-3672 www.nylc.org

- National Service Learning Clearinghouse
  University of Minnesota
  1954 Buford Ave, Room R-460
  St. Paul, MN 55108
  800-808-SERV http://umn.edu/~serve/

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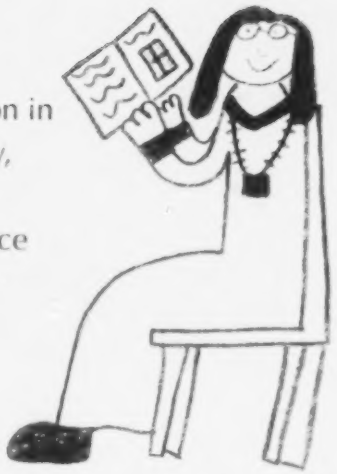
About the Author



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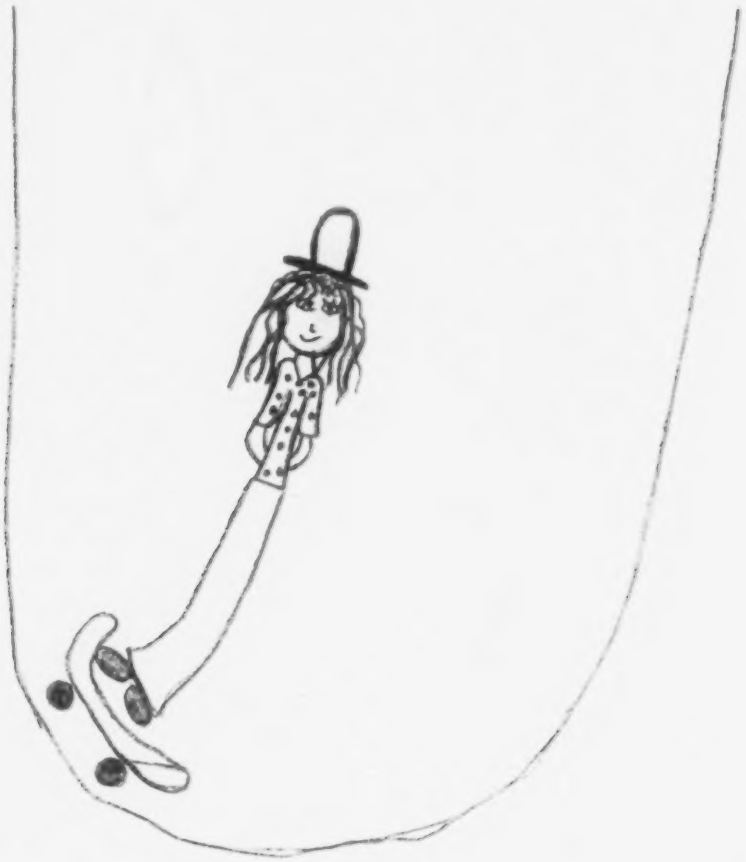
About the Illustrator

Alexandra Bernard is a seven-year-old from Austin Texas. She enjoys swimming, reading, drawing, and playing with friends. Alex wants to be a veterinarian when she grows up.



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Web site: http://www.dropoutprevention.org